Primrose Hill School SEND Information Report

About this report

This report outlines the support we offer to children with special educational needs and disabilities (SEND) throughout their time at our school. It also explains the strategies and support we provide to help children transition smoothly between phases of education. Our SEND policy provides more detailed information about our everyday practice, how we plan effective provision for children with SEND, and the systems we use to evaluate progress and impact. Inclusion runs through everything we do at Primrose Hill Primary School.

You can read our SEND policy here: (INSERT LINK TO POLICY)



The Camden Local Offer

You may want to check the Camden Local Offer:
http://www.localoffer.camden.gov.uk

Camden Council publishes the Camden Local Offer on its website. This resource presents specialist services, educational institutions, colleges, and various organisations that are available to children with special educational needs and/or disabilities (SEND). This includes links to respite services, activities or clubs for example. It also outlines the steps involved in requesting an assessment for an Education, Health, and Care Plan (EHCP), which has taken the place of a SEND statement

Our SEND mission

At Primrose Hill Primary School, we see difference as an asset. Including children with a range of strengths and needs is central to our educational vision. Inclusion runs through everything we do. We are committed to meeting the needs of all pupils, including those with special educational needs and disabilities (SEND). We want every child with SEND to receive an enriching education that enables them to achieve their full potential and make a successful and happy transition into adulthood, whether through employment, further education or training.

We involve external professionals whenever necessary to strengthen our provision and ensure that children's needs are identified and met as early as possible. We also ensure that staff receive the training and support they need to provide effective, evidence-informed practice.
At every stage, we aim to involve parents and carers and build trusting, open relationships. We believe that working in partnership with families is essential to achieving the best possible outcomes for every child.

This report aims to answer some of the most common questions you may have about how we support SEND children in our school. If you need any more information or have a more specific query, you can access our SEND policy via our school website or, alternatively, request a meeting with Assistant Head for Inclusion and SENCO: Aurora Roelofs

The Assistant Head for Inclusion and SENCO can be contacted by appointment through the school reception or by email at any time using the address below:
admin@primrosehillcamden.co.uk



Our team

Aurora Roelofs
Assistant Head for Inclusion and SENCO

Amanda Aplicano
Pastoral and PSHE lead, deputy designated Safeguarding lead

Dita Tafilaj
Grove Lead

Mia Crispin
SEND admin and medical needs officer

Edina Saadi
Family Liaison officer

You can contact the school and any of these staff members through admin@primrosehill.camden.sch.uk.



Your child's teacher is your first point of call. However, you can contact the school and any of these staff members through admin@primrosehill.camden.sch.uk

These staff members together form our Inclusion Team. The Inclusion Team is in regular communication so that any one of them should be able to provide you with support or point you in the right direction.

What types of SEND does Primrose Hill cater for?

Primrose Hill School is a mainstream primary school and provides for children with a range of needs. These needs can be categorised into four main areas:

Communication and interaction

These include needs which affect how we communicate with others. This includes speech, language and communication needs (SLCN) or Autism Spectrum Condition (ASC).

Cognition and learning

Cognition and learning pertains to cognitive processing and how a child learns best. These needs may include Specific learning difficulties (SpLD) such as dyslexia or dyspraxia, moderate learning difficulties (MLD) and severe learning difficulties (SLD). Children with Down syndrome would also come under this category.

Social, emotional and mental health difficulties (SEMH)

These needs may come under our pastoral or welfare provision but are still included in and interlink with general SEND provision. These may include attention deficit hyperactivity disorder (ADHD), anxiety, attachment disorders or depression.

Sensory and/or physical needs

This area of need may encompass hearing impairment (HI), vision impairment (VI) or cerebral palsy (CP) for example. Other conditions, such as autism spectrum condition (ASC) may also have impacts on a child's sensory processing or sensory needs.

Medical needs

Some children with medical needs may require additional or different arrangements to access education. Where a child has both medical needs and SEND, we aim to coordinate provision to support both, recording relevant information in their SEND support plan or Individual Healthcare Plan, as appropriate.

You can read more about how we support children with medical needs here: INSERT LINK (medical policy)

You can also read our allergy policy here: INSERT LINK

What should I do if I think my child has SEND?

If you think your child might have SEND, the first person you should tell is your child's teacher. You can do this through appointment by calling the school main office. If your concerns have already been raised with your child's teacher and you would like to contact our SENCO then you can also contact the office. They will pass the message on to our SENCO, Aurora Roelofs, who will be in touch to discuss your concerns. You can also contact the SENCO directly through this email: admin@primrosehill.camden.sch.uk	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.	If we decide that your child needs SEND support, we will notify you and your child will be added to the school's SEND register.

Identifying Needs and Assessing My Child's Progress

At Primrose Hill School, we recognise that early identification of need is essential to providing timely and effective support for children with SEND.

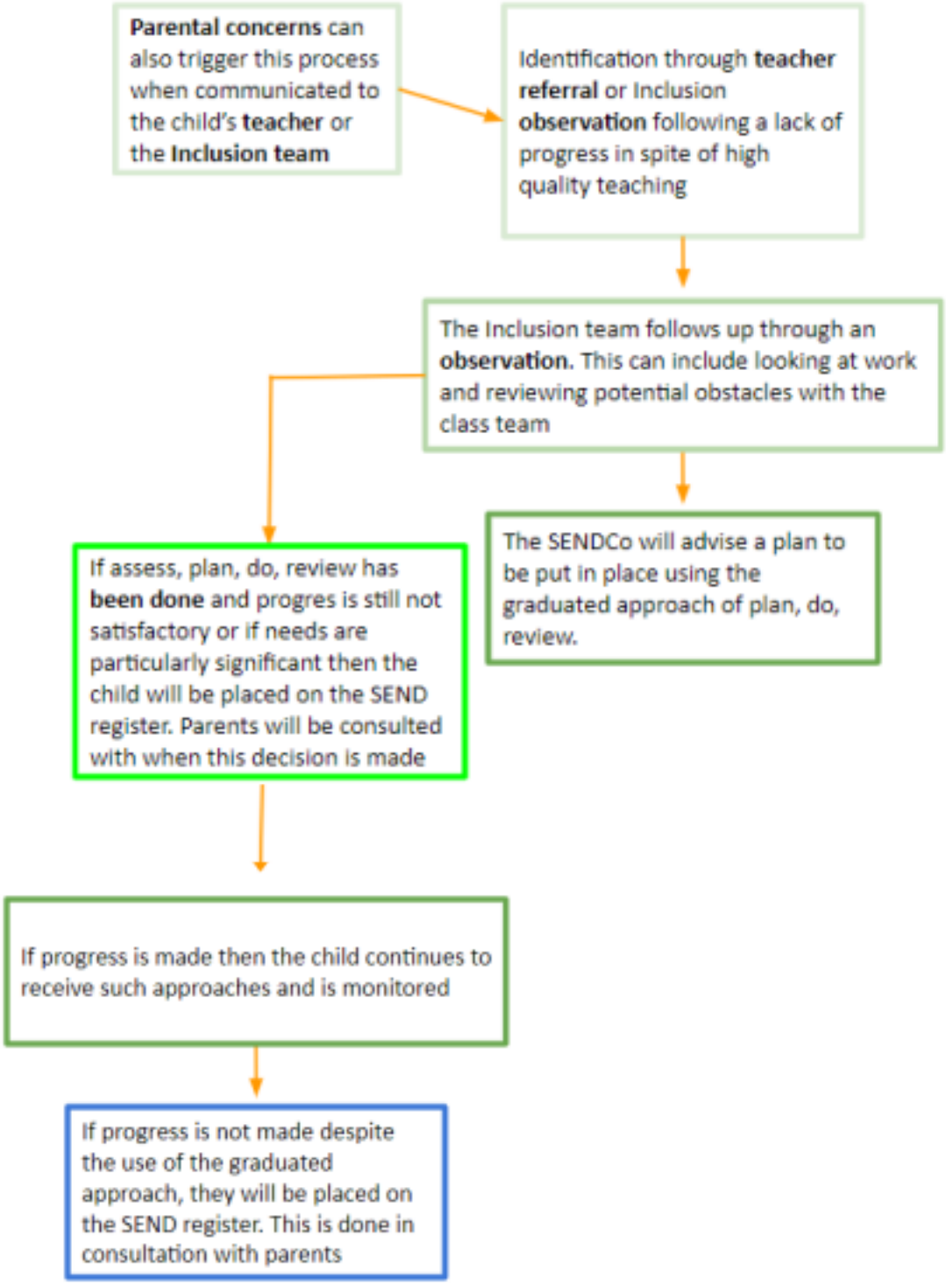
Teachers, alongside the Inclusion Team, use a range of assessment methods to make sure we are aware of children's progress and those who may need more support. This allows us to flag concerns and put in place support in good time. The key marker of when a child needs to receive this extra support is a lack of progress in light of high-quality teaching. There may for example be a lack of progress as compared with their previous levels of progress or they may be progressing slower than their peers.

We follow what is called a graduated approach at Primrose Hill. This is the process of assess, plan, do and review. This four step process ensures that when a concern comes through, we can put in place a plan of action and keep track of the impact that this has. This is done in conversation with the classroom teacher, any relevant support staff and the SENCo or inclusion team. If the assess, plan, do and review process has been implemented and progress is still not at a satisfactory level, the school will then consider if a child may benefit from being placed on the SEND register and receive more targeted support.

The graduated approach: 6



Our process of identifying need is shown below:



Further Assessment and Working with External Professionals

For many children, quality first teaching will be sufficient to support their needs and close the gap. Despite this, we understand the importance of identifying need and involving external professionals where necessary. If the graduated response has not closed the progress gap or provided sufficient support for a child's needs, we will follow relevant processes to involve professionals to do further assessment. Our LA's local offer sets out what local services are available and how to access them. Such specialist services that we work with as a school include:

- Educational Psychologists
- Speech and Language therapists
- Child and Adolescents Mental Health Services (CAMHS)
- Music, art and play therapists
- Occupational therapists
- Outreach teachers specialising in a specific area such as language and communication or Social Emotional and Mental Health (SEMH) strategies
- Social Services



Further needs assessments: Education, Health and Care Plans (EHCPs)

An Education, Health and Care Plan is for children who require more support than is available than through ordinary SEND support. This is where multiple assess, plan, do, review cycles have been carried out or where a child's needs are more complex. As a school we can apply to the Local Authority if we think your child needs an EHCP however it is equally possible for other professionals, doctors or families to make this request.

If an EHCP is something you want to consider, it is important to speak to the school SENCO and Inclusion lead. They can help you understand if this is appropriate and help you build a strong evidence base should you decide to proceed with the application.



Working in partnership with parents and carers

At Primrose Hill Primary School, we recognise the importance of working in close partnership with parents and carers to ensure that children with SEND receive appropriate support to meet their individual needs. We value your knowledge and understanding of your child and are committed to maintaining open and regular communication.

Parents and carers are involved in reviewing and discussing their child's progress and provision through a range of opportunities, including:

- Annual reviews: Where a child has an Education, Health and Care Plan (EHCP), parents and carers are invited to contribute to and attend annual review meetings to discuss progress, outcomes and any changes to their child's needs or provision.
- Parent consultations and meetings: Parents and carers can meet with their child's class teacher to discuss progress, concerns and support. The Assistant Headteacher and SENCO are also available to provide advice, guidance and support.
- SEND Support Plans (Individual Education Plans): These are shared with parents and carers and reviewed and updated termly, so that targets, strategies and support remain appropriate to the child's needs and progress.

In addition, Primrose Hill Primary School regularly hosts SEND parent coffee mornings. These provide informal opportunities for parents and carers to meet, share experiences, access information and discuss issues relating to SEND. Coffee mornings may include:

- Parent coffee mornings to allow you to network with other parents of children with SEND
- Themed coffee mornings or parent trainings such as focusing on Autism and behaviour or on attachment informed practice
- Workshops or coffee morning where external professionals are involved to offer more tailored or specialist information

The Assistant Head for Inclusion and SENCO can be contacted by appointment through the school reception or by email at any time using the address below:
admin@primrosehillcamden.co.uk

SENDIAS is another useful service which can help advise you on matters relating to your child's SEND needs. The details are shown below:
Camden SENDIAS
Phone number: 0207 974 6264
By email: SENDIASS@camden.gov.uk
https://sendiasscamden.co.uk/contact-us/

Pupil voice and how my child will be involved in their education

Children with SEND will have a unique insight into their own needs and experiences. It is therefore important that we involve children in their own education and ask them how they prefer to be supported.

Where appropriate, we involve children in the creation of their SEND support plans (Individual Education Plans) and share the targets that have been set for them. We ensure to reflect children's likes, dislikes, strengths and challenges on these plans which are shared with all relevant staff. This means pupil voice is reflected in the plans that are used to map out provision for our SEND children. These are regularly shared with parents and families as well.

Annual reviews are another opportunity to ask for children's views and opinions on their own education. Annual reviews are meetings for children and families who have an Education, Health and Care Plan (EHCP). For this, teachers and support staff create a presentation or video of the child's achievements. They also, where appropriate, ask children key questions about their provision and their own strengths and needs. This is an important part of ensuring we are working with children and maintaining a child-centred approach.



How do we support SEND at Primrose Hill?

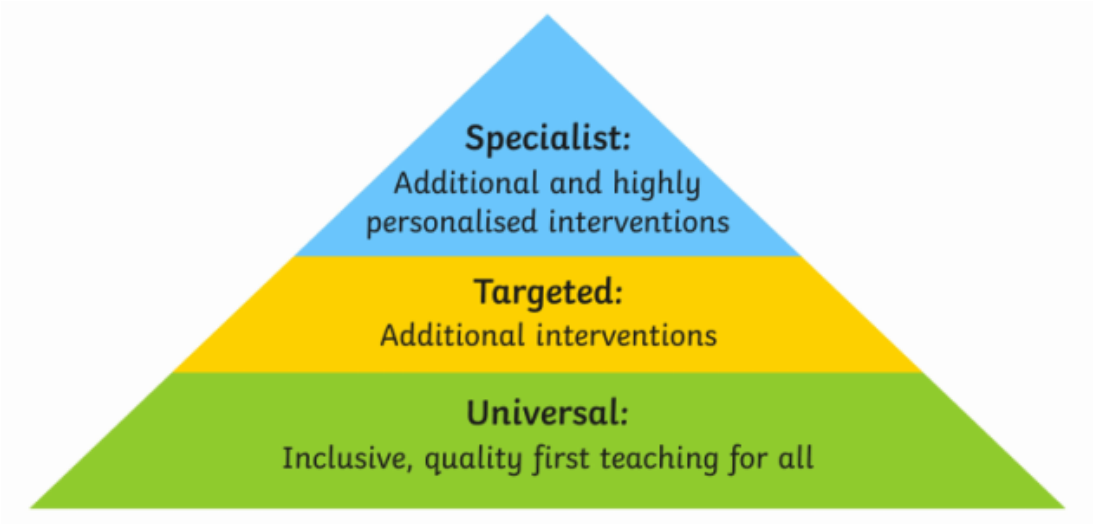
At Primrose Hill, every teacher is a teacher of SEND. High quality teaching is the most fundamental and effective way we can support children with SEND. As such, it is everyone's responsibility to ensure that children with SEND progress and thrive. We ensure this by planning engaging and, where possible, experiential activities into our curriculum. Being placed in such a vibrant locality, we also seek to use the plentiful opportunities that are offered to us such as Regent's canal and London Zoo. We ensure that both Teachers and Teaching Assistants possess a clear understanding of the specific learning needs of each child in their class and that we use evidence-informed practice with respect to our use of teaching assistants.

Examples of high-quality teaching that is on offer to everyone and supports our SEND children are:

- Creating a stimulating, interactive classroom environment
- Adapting learning styles or content
- Implementing a marking policy that empowers children to understand how to enhance their work
- Regularly using clear and rigorous assessments to monitor pupils' progress, especially where children need more detailed or different assessment methods due to their SEND
- Providing additional support from well-trained Teaching Assistants, used according to research on best practice
- Offering specialist equipment and digital technology to facilitate access and active participation in learning

At Primrose Hill we use the three waves of intervention. As discussed above, high quality teaching is the first and most fundamental wave of support for all children, including those with SEND. The second wave and third wave however also make up how we support children with SEND.

These are more targeted approaches and are detailed below:



How will my child's social emotional and mental health needs be met?

At our school, we are dedicated to nurturing the emotional and social development of all pupils, including those with Special Educational Needs and Disabilities (SEND). Our efforts are focused on creating a school culture and structures that not only value every student but also ensure they experience a strong sense of belonging. Our PSHE curriculum is driven by our core values of care, challenge and community. These values recognise the fundamental importance for children's social and emotional development.

We have established clear behaviour and anti-bullying policies that outline the responsibilities of every member of our school community. Furthermore, we have implemented well-defined systems and processes that enable our staff to promptly identify and address mental health challenges as they arise. We aim to centre a reflective and restorative approach in these structures.

We have a robust Social, Emotional and Mental Health offer across the school which involves:

- Providing guidance and support to the student's teacher wherever needed to effectively manage their behaviour within the classroom while considering the needs of the entire class
- The use of Zones of Regulation across the school which is an evidence-based approach to supporting emotional regulation for all children
- Conducting small group sessions aimed at fostering positive behaviour, social development, and the enhancement of self-esteem
- Developing individualised plans to assist pupils with their emotional regulation
- Offering extra support tailored to the specific needs of the student, facilitating improved coping mechanisms within the classroom

We similarly work with many external professionals to support our SEMH and therapeutic offer. We offer:

- A music therapist who may do group or 1:1 sessions
- An integrative therapist
- The use of an educational psychologist who works with individuals as well as delivering whole school training and run targeted groups for children
- An SEMH outreach teacher who helps advise and support children with complex SEMH needs

If you would like more information, contact your child's class teacher or our Pastoral Lead: Amanda Aplicano whose details are on the third page of this document.

What training do staff have to support my child?

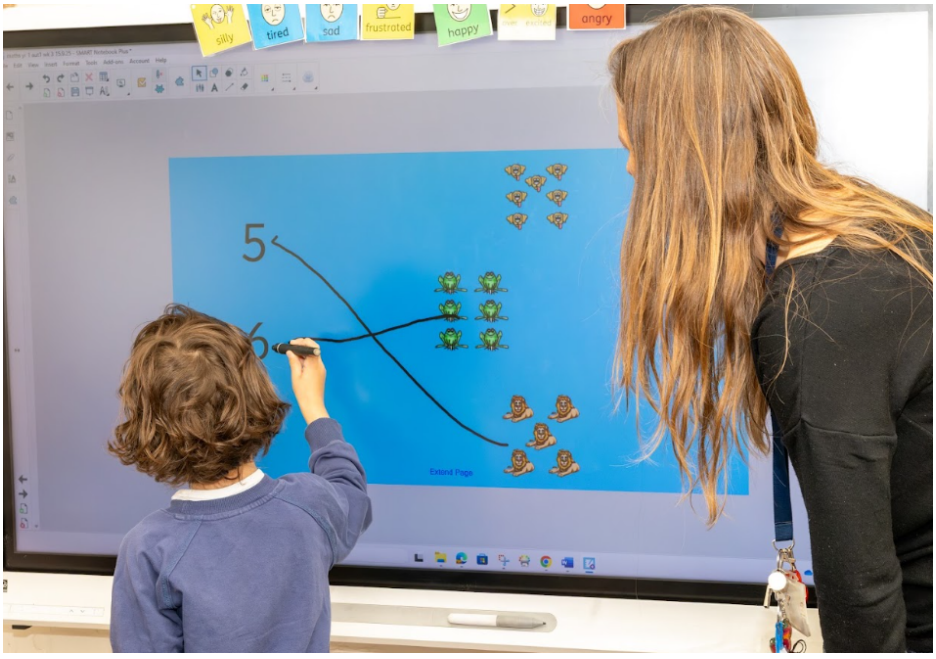
At our school, our commitment to meeting the diverse needs of our pupils is supported through ongoing training and guidance provided to all staff. Our Inclusion Lead manages this training and brings in external professionals and experts where appropriate.

We ensure that our teachers and Teaching Assistants are well-prepared by offering training that equips them to:

- Understand and recognise the various special educational needs and disabilities present among our pupils.
- Skilfully plan and deliver lessons that cater to the individual needs of each child.
- Understand the social and emotional requirements of pupils with SEND.

We conduct audits to assess our staff's training needs so that we know what areas they feel confident in and the areas where they need more support. We understand that children may often present a combination of needs, and accordingly, we provide specialised training for staff working with children who require specific support, which may come in the form of short observations or modelling of good practice.

To stay up to date with the latest practices and resources, members of our dedicated SEND team regularly participate in training sessions hosted by national and local organisations.



How does the school evaluate the effectiveness of its SEND provision?

A key factor in ensuring the progress of all pupils is the quality of teaching. We consistently assess the quality of teaching within our school, ensuring that teachers have the capacity to recognise how each individual child learns best and the specific support they require.

We evaluate the effectiveness of our Special Educational Needs and Disabilities (SEND) provision by regularly monitoring pupil progress and assessing whether the set goals and outcomes for each pupil are being achieved. In cases where professionals from health or social services are involved with a child, we seek their assistance to provide insights and review progress. This collaborative effort ensures that all support mechanisms for the family are working together effectively.

Our teachers collaborate with the SENCO, parents, and the child to ensure that any SEND support is flexible and, if necessary, replaced with a more effective approach. The SENCO and the headteacher regularly provide reports to the Governors regarding the quality of SEND provision and the progress being made by pupils with SEND towards their intended outcomes. Governors also analyse the attainment data of pupils with SEND and compare it with the progress of other pupils as well as those in similar schools. This process ensures that our strategies for addressing SEND are grounded in the best available evidence and are achieving the desired impact on progress.



How will the school's resources be secured for my child?

We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available. We have a team of teaching assistants and their responsibility is to deliver programmes designed to meet individual or groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.



Our Additionally Resourced Provision

Primrose Hill Primary School has an Additionally Resourced Provision (ARP). This is for children with an EHCP who have autism and complex needs.

The ARP has a capacity of 14 children. Some children in our ARP will need a specialist classroom. This class is called The Grove. Additionally, however, some may be able to manage in the mainstream with specialist support. ARP places for EHCP children with a diagnosis of ASD will be allocated directly by Camden.

How can I request a place for my child in the Additionally Resourced Provision?

Admission to our ARP is strictly through Camden SEN. Parents of children with ASD who also have an Education, Health and Care Plan should liaise directly with the Camden SEND team if they are interested in applying to the Grove.

If parents want more information, you can contact the SENCO through this email address: admin@primrosehillcamden.co.uk

What are the values of our Additionally Resourced Provision?

Our core values of care, challenge and community are as important in our additionally resourced provision as anywhere else in the school. We aim to offer quality first teaching as the first and foremost form of support to children with SEND and those in the ARP to offer care, challenge and make them feel part of our school and wider community. We use a person-centred approach in teaching children in our ARP and in the Grove, encouraging them to take part in daily activities as well as making learning as fun and enjoyable as possible.

We are an inclusive school and the aim for each of our ARP children is ultimately to include them as much as is appropriate within the school community with additional support and adaptation. Additional support in class might include the use of visuals, a workstation, communication systems such as coreboards, and individualised learning plans.

What does support look like for children in the ARP?

Where children are in the Grove class, there is a specialised and alternative curriculum. This is theme-based with a different theme each half term which looks to link in with cultural and social events in the yearly calendar.

All learning here is multi-sensory and is informed by the SCERTS model. The SCERTS model is a model of intervention for children with autism and communication needs. You can read more about the SCERTS model here: https://scerts.com/#:~:text=The%20SCERTS%20%C2%AE%20Model%20is%20a%20researcbased%20educational,with%20ASD%20and%20related%20disabilities%2C%20and%20their%20families.

We aim to provide all children in our ARP with specialist support to meet their needs whether

they are in the Grove classroom or educated in the mainstream of the school. This includes access to additional therapy, access to the Soft Play and Sensory Room, support from a complex needs Speech and Language therapist and Occupational Therapist as well as a higher ratio of adult support depending on the specific child's needs.

More can be read about our offer for children in the ARP across the Grove and the mainstream on our website under the section on the inclusion page titled: Our Additionally Resourced Provision at Primrose Hill Primary school



Medication and medical needs

The Assistant Head for Inclusion and School Business Manager work with the medical needs co-ordinator to ensure that medicines are managed appropriately and that health and safety is appropriately managed. We have an up-to-date policy on how we manage medical needs which can be found on our website. Relevant staff similarly have up to date training from our School Nurse on how to further support children with medical needs.

Any medical needs will first be flagged through your admission form to the office, registered on our system and then you will be asked to provide medication in its original box with your child's name on. Additionally, we will ask for any care plan that is associated with the administering of this medication to be provided.

Where necessary, children will have an Individual Healthcare Plan which sets out:

- Details of SEND if relevant
- Arrangements for working with parents and carers
- Who provides support: their role and training and who needs to be aware ● Emergency procedures
- The medical condition and the implications of this for the school, e.g., medication, treatment, and environmental issues
- Support for long-term absence
- Support on school trips and journeys

If your child needs medicine to be administered in school or has had a change to their medical needs, please contact the school office to make us aware. We will need a parent signature to administer medication at school.

If your child requires personal hygiene or intimate care, this will be managed by school staff (seeking guidance from external professionals where necessary) and is done according to our intimate care policy.

What support is in place for looked-after and previously looked-after children with SEN?

Annie Clark is our designated teacher for looked-after children and previously looked-after children. Our designated safeguarding lead will work with the assistant head of inclusion, and our pastoral lead, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.



How does the school make sure the admissions process is fair for pupils with SEND?

Explain your school's approach to admissions for prospective pupils with SEND or a disability, i.e.

- If your child has SEND you can contact the Assistant head of inclusion and SENCO. She can be contacted through the school reception
- For in-year applications, if an applicant states on the application that they have SEND, the office will put them in touch with the SENCO and they will join the admissions meeting to get a better understanding of needs and how their transition to the school can be managed.

The admissions policy is in this order for children with SEND:

1. Looked after children
2. Siblings
3. SEND providing our setting can meet their needs
4. Children whose parent is a qualified teacher for more than two years
5. Other children living closest to the school



How we prepare children for transition at Primrose Hill

Transition	Examples of additional adjustments or plans to support SEND children
Transitioning to Nursery or Reception	● Home visits conducted by our early years teas ● Work with Camden's Early Years Inclusion Team ● Observation of the child in their previous setting Transition plan which could involve social stories, videos or visiting their new setting ● We gain any relevant documentation ● Transition meeting with the previous setting
Transitioning from a new school	● We contact the previous setting and the school SENCO ● Where possible we encourage parents and/or their child to visit the school before ● Social stories or videos as needed to prepare this child
Transitioning to another school	We contact the School SENCO and share information about the additional arrangements and provision that has been set up as well as any plans put in place ● We transfer any relevant documentation ● Transition meeting with the new setting where appropriate ● Transition plan which may involve social stories or speaking with the child about their move
Moving groups, classes, phases within the school	Transition meetings are held within school with the new class teacher We work with the child to prepare for the next class through: Social stories, transition programmes or groups, visual supports and visits to the new classroom Involving parents so that parents and carers are aware and can help us know what arrangements will best benefit and reassure their child

Transitioning to secondary school	● We transfer any relevant documentation ● Annual review planning meetings ● Meetings with the new SENCO in the secondary school so that we can share how we support your child with their SEND ● Additional multi-agency meetings may be arranged to create a more detailed "transition" plan Transition groups with support from our Speech and language therapists or the Mental Health Support Team. ● The offer of transition groups using external professionals
	such as speech and language therapists or our educational psychologists ● Social stories, videos and visits also help with this transition

How is the school learning and physical environment made? accessible for my child?

In our commitment to meeting the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND), we make reasonable adaptations to both the curriculum and the learning environment to ensure that pupils with SEND do not face disadvantages compared to their peers.

When new children start at our school we talk to families and any previous settings to make sure we consider what reasonable adjustments can be made to help their time at our school. This could include discussions with families about curriculum modifications, building adaptations, the creation of risk assessments or acquiring additional resources and support.

To support teachers in meeting the needs of pupils with SEND, the SENCO provides guidance on adapting the learning or school environment. This may involve partnering with external organisations to:

- Provide visual resources to facilitate learning
- Rearrange classroom layouts to accommodate pupils' needs
- Create designated quiet areas within the school or make use of soundproofed rooms
- Procure specialised IT software and review if a child will benefit from an iPad, Chromebook or scribe to help them write
- Consider if a child may benefit from Augmentative and Alternative Communication (AAC), and assist families in applying for funding to acquire this equipment or training

The school's headteacher and governing body and Inclusion team work together to ensure full compliance with the Equality Act (2010). You can refer to the Equality Act 2010 at this link: http://www.legislation.gov.uk/ukpga/2010/15/contents This Act explains what reasonable adjustments and access arrangements a school can make to guarantee equal opportunities for all.

What school facilities are available to my child?

The school has a range of facilities and spaces for children to explore. These are particularly useful for children with SEND or sensory differences.

In the school we offer:

- A soft play area for movement breaks or play
- A sensory room
- A garden area
- Trampolines in one of our playgrounds
- An outdoor gym in one of our playgrounds
- The use of sensory equipment such as therapy balls and trampettes
- A soundproofed quiet room

If you want to know more about these spaces or think they may be useful to your child, speak to their teacher in the first instance.



How will my child be included in the same activities and opportunities as their peers?

Primrose Hill School is an inclusive school and ensures equal opportunities for our children.

- All of our extra-curricular activities and off-site trips are available to all pupils and we work to ensure they are as inclusive and beneficial as possible
- All pupils are encouraged to take part in assemblies, activities, sports days or performances
- No child will be excluded from these activities due to their SEND needs

We make reasonable adjustments to ensure that children with SEND are fully included in our school community and events. Should you want to share thoughts or suggestions on this matter feel free to contact your child's class teacher or our Assistant Headteacher for Inclusion and SENCO.



What if I am unhappy about my child's provision or have a concern?

If you have any concerns or are dissatisfied with the provision or progress of your child, we are committed to addressing these issues promptly to ensure your satisfaction as a parent. We encourage open communication and are always ready to engage in face-to-face meetings where we will attentively listen to your concerns. Should you wish to raise a concern, you can discuss this at any time with your child's class teacher or a member of the inclusion team. If you feel this has not been resolved, details of our complaints procedure can be found on our website in our complaints policy.

Additionally, Camden offers a SEND mediation service, and you can access more information about this service on the KIDS website at the following link:
http://www.kids.org.uk/Event/sen-mediation-service

SENDIAS similarly can provide guidance on matters relating to your child and their SEND support:
Camden SENDIAS
Phone number: 0207 974 6264
By email: SENDIASS@camden.gov.uk
https://sendiasscamden.co.uk/contact-us/

The Camden Local Offer is also available at any time on our website and on the Camden's local authority's website. It is similarly linked below:
Camden Local Offer: www.localoffer.camden.gov.uk

National charities that offer information and support to families of children with SEND include:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

Glossary

- Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams
- Annual review – an annual meeting to review the provision in a pupil's EHC plan
- Area of need – the four areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- CAMHS – child and adolescent mental health services
- Differentiation – when teachers adapt how they teach in response to a pupil's needs
- EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- EHC plan – an education, health and care plan is a legally binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- SENCO – the special educational needs co-ordinator
- SEN – special educational needs
- SEND – special educational needs and disabilities
- SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND
- SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

- SEND support – special educational provision which meets the needs of pupils with SEN
- Transition – when a pupil moves between years, phases, schools or institutions or life stages